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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 10 Term: 3**

**Name / Theme or Unit: Research Unit**

**Time Frame: 3 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW : Students will read and interpret a thoroughly researched article and identify the facts found in it. Then they will learn and apply skills in evaluating online sources of information, gathering information from various sources to answer a research question, creating a bibliography to cite their information, and presenting their research using technology.** | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  10.4 Using questions generated from other readings, research a topic and paraphrase ideas from 3-5 different sources to connect them and demonstrated comprehension.  10.5 Present researched information in a formal manner, APA style using electronic formatting programs  10.7 Demonstrate to others how to evaluate credible sources in regards to electronic sources and present your findings in an oral format  10.16 Analyze the way in which a work of literature is related to the themes and issues of its time period. (e.g. From Clay We Were Created)  10.19 Use appropriate organizational structures for conveying information (e.g., chronological order, cause and effect, order of importance, spatial, similarity and difference, and posing and answering a question) and appropriate to the type of composition  10.20 Form appropriate research questions and use valid and credible information and sources to support the development of the research process  10.22 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium  10.23 Support statements and claims with anecdotes, descriptions, facts and statistics, and specific examples  10.24 Apply knowledge of bibliographical information and create an accurate reference page along with correct in-text citations and at least one quote within the written text.  10.25 Use appropriate APA formatting through electronic resources (NoodleTools, son of a citation machine, easybib)  10.31 Produce expository (informational) writing to convey information and ideas from primary and secondary sources accurately and coherently  10.35 Use appropriate organizational structures for conveying information (e.g., chronological order, cause and effect, order of importance, spatial, similarity and difference, and posing and answering a question) and appropriate to the type of composition  10.37 Be able to present information in a clear, concise, and creative manner using a variety of techniques and materials  10.38 Review the concept of plagiarism and how to avoid it; use writing tools available to appropriately incorporate your ideas and others into your writing  10.42 Practice using resources skills and using a variety of resources  10.43 Use writing handbooks, grammar checkers, and references to edit usage and mechanics  10.46 Compare and contrast the ways in which media on the internet or through electronic resources cover the same event.  10.48 Produce concise or general (depending on the presentation) notes or plan of action (graphic organizer) for reference during an oral presentation  10.49 Analyze various occasions and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) that are most valuable in the situation; practice and apply the techniques  10.50 Analyze political or social documents to identify the main ideas and purpose of the original authors and understand what makes them memorable.  10.55 Deliver expository presentation that demonstrates the understanding of the content, relevant information, and credible sources and visual aids  10.57 Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. | |
| **Essential questions:**   1. What is the difference between fact and opinion? 2. How do we use online tools to create bibliographies? 3. By what criteria can we evaluate an online source of information as accurate and reliable? 4. How can we avoid plagiarism by citing our information properly and paraphrasing the facts into our own words? 5. How can we present research in a interesting and informative way using technology? | **Expected language:**  Fact, opinion, primary source, secondary source, research, bibliography, reliable and unreliable sources, website sponsor, website title, author, URL address, power point, plagiarism, |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| Vocabulary Assignment: Word definitions p. 329 and paragraph.  10 Titanic Facts Notes In class  Titanic Pair Summary and Explanation of one section of the Text.  Titanic Textbook Questions p. 347. #1-5, 6, 8, 9  Titanic Text Messaging Assignment (attached)  Famous Disaster Research Project and Power Point Presentation (attached) | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Reading “R.M.S. Titanic”**  In preparation for reading the article “R.M.S. Titanic,” students will begin the unit with a discovery channel video about the Titanic (30 min. attached) and then complete a vocabulary assignment, writing word definitions and composing a short paragraph using the words on p. 329.  Next, students will read the article as a class. The teacher will guide the reading and help to explain the events for the first section only. The teacher will divide the rest of the article into sections and assign each to a student pair. Each pair will be given time to read, look up words, and interpret their section thoroughly, then lead the class in reading the section and explaining it to them. As a homework assignment before the end, the students will review and creatively present some of the happenings on the ship by writing a fictional (and anachronistic) text-message conversation (assignment attached). At the end of the article, the student pairs will answer the textbook questions, p. 347. #1-5, 6, 8, 9 in class. For homework, over the course of several days, students will complete a Wiki posting assignment (assignment attached), where they will have to find 3 facts online (with URL links to the websites they got them from) not mentioned in the article read in class and post them on the Wiki. They will also not be allowed to repeat information posted by others already, so they will have to read the info posted by everyone else first before doing their research.  Students will then begin their research project (attached) on a famous disaster of their choice. They will need at least one class to carefully go over the requirements, the due date, the steps outlined in the project, and the rubrics for evaluation, and also to start researching and selecting their disaster (they must each have a different one).  For one class they will go to the computer lab and learn about how to use the Noodle Tools website and create practice bibliographies using random websites (assignment attached).  For approximately 6-8 classes, the students will go to the library or lab to work on their project. At the beginning of each of the earlier classes, the teacher will present one at a time, various guides for online researching and go over each of them with the students. Each guide (along with the project guidelines and instructions) will be available on the Wiki for viewing, so the students may view them at any time for reference while working on their computers. The teacher will circulate amongst the students and help them to apply these skills to their research project individually.   1. **Evaluating online sources guide** (attached): Explains the basics of how to identify who sponsors a website, what type of website it is (.org, .gov, .com, etc.) and what clues can be found for evaluating a site’s credibility. Includes a mini tour of Google searches and example websites to show the students and evaluate as a class. 2. **Avoiding Plagiarism guide** (attached). Has links to a website and to a video with a brief introduction to the explosion of the Hindenburg. Contains a passage with information about the accident from a website and two examples of research notes on it: one poor (with whole sentences copied out with a few words changed), and one good (written concisely in own words, only the important facts used). 3. **Presentation Tips Example Power point** (attached). This explains and gives examples of how the power point presentations should look and function. It has both examples of good slides and common errors (unclear text, crowded slides, distracting animations or backgrounds, etc.). Includes all the parts (introduction, conclusion, images, bibliography slide, question slide, etc.) that are required for the student presentations.   At the end, the students will spend 2 classes presenting and fielding questions on their disaster. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Titanic Discover Channel Video – Tales from the Titanic  **Holt Language and Literature Text**: “R.M.S. Titanic”  Computer Lab, Library Resources and Laptops  Teacher created resources | |

At the end of the unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_\_

REFLECTIONS: